



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

7191 East Ashler Hills Drive, Scottsdale, AZ 85262

Foothills Academy

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Excelling
2003-04 Excelling
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

High School Achievement Profile (a)

2004-05 Excelling
2003-04 Excelling
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Dr. Donald S. Senneville
Schedule : 07:30 AM to 04:00 PM
Grades : 6-12
2005 Enrollment : 231
Web Address : www.foothillsacademy.com
Phone Number : (480) 488-5583
Fax Number : (480) 488-6902
E-mail : dsenneville@foothillsacademy.com

Mission

The mission of Foothills Academy College Preparatory is to provide an educational setting for academically advanced students who are self-directed, competent learners who will excel in college and exercise leadership in a changing world.

School / Academic Goals

- ü Increase student performance as measured by mandated assessments (Terra Nova and AIMS tests).
- ü Students will produce creative projects and authentic assessments in the areas of writing, research, creative problem solving and critical thinking.
- ü Character development through the infusion of ethical thinking in everyday curriculum.
- ü Enhance instruction through the use of state-of-the-art multi-media technology.

Enrollment

October 1, 2004 School Year Student Enrollment : 273
Accepting New Students in 2005-06 Under Open Enrollment Law :² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 250

Instructional Programs

- ü Accelerated Academics
- ü Low Student-to-Teacher Ratio
- ü Personalized Instruction
- ü Product-oriented Curriculum
- ü Gifted Program (grades 6 - 12)
- ü AP/Honors Classes
- ü Tutoring

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/25/2005
Last Day of School :	6/2/2006

Shared Responsibilities

School

Setting high academic standards for students. Parents are informed through newsletters and PTO meetings. Info. packets are distributed at the beginning of the year; parents may contact the school with questions or concerns. Homework assignments and bulletins are posted on the school website. Parents receive quarterly grade reports.

Parents

Parents are responsible for the transportation of students. Parents are encouraged to take an active role in the monitoring of their student's individual choices. Parents should participate in one or more volunteer opportunities at Foothills Academy. In addition, parents are responsible for accessing the Foothills Academy website for up-to-date information.

Transportation Policy

Parents are responsible for the transportation of their student(s) to and from school. Student parking is permitted for seniors who carpool only on a first come, first serve basis. All students are encouraged to carpool.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü North Central Association Accreditation	1997
ü Member - National Honor Society	2002
ü Member - National Junior Honor Society	2003
ü Valley Forward Assn.Environmental Excellence Award	2002

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	61	78250	100	100	99	578	578	548	5	5	21	14	14	18	62	62	48	19	19	13
All Students (Prior Year)	38	38	75001	100	100	99	496	496	468	16	16	37	32	32	36	34	34	16	18	18	10
Female	31	31	38071	100	100	99	573	573	549	4	4	20	7	7	19	79	79	49	11	11	12
Male	30	30	40126	100	100	99	582	582	547	7	7	23	20	20	17	47	47	46	27	27	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	NC	NC	1747	NC	NC	100	NC	NC	589	NC	NC	9	NC	NC	9	NC	NC	50	NC	NC	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	59	59	38320	100	100	99	580	580	568	5	5	12	13	13	14	63	63	55	20	20	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	56	56	68996	100	100	99	583	583	561	2	2	16	15	15	18	62	62	52	21	21	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	61	61	44937	100	100	100	578	578	561	5	5	13	14	14	15	62	62	54	19	19	18

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	61	78302	100	0	99	558	558	512	0	0	11	7	7	25	71	71	57	22	22	7
All Students (Prior Year)	36	36	74918	95	95	99	524	524	497	8	8	32	14	14	19	50	50	35	28	28	15
Female	31	31	38082	100	0	99	556	556	518	0	0	8	11	11	24	68	68	61	21	21	7
Male	30	30	40166	100	0	99	561	561	507	0	0	14	3	3	26	73	73	54	23	23	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	NC	NC	1746	NC	NC	100	NC	NC	542	NC	NC	5	NC	NC	13	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	59	59	38347	100	0	99	560	560	531	0	0	5	7	7	17	70	70	68	23	23	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	56	56	69024	100	0	99	560	560	524	0	0	7	6	6	23	72	72	62	23	23	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	61	61	44979	100	0	100	558	558	525	0	0	6	7	7	18	71	71	66	22	22	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	60	60	78094	98	100	99	580	580	545	0	0	3	7	7	18	89	89	77	4	4	2
All Students (Prior Year)	36	36	74503	95	95	99	567	567	491	0	0	9	19	19	32	58	58	51	22	22	8
Female	31	31	38025	100	100	99	590	590	558	0	0	2	4	4	13	93	93	82	4	4	2
Male	29	29	40013	97	100	99	570	570	534	0	0	5	10	10	23	86	86	71	3	3	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	NC	NC	1743	NC	NC	100	NC	NC	577	NC	NC	2	NC	NC	9	NC	NC	82	NC	NC	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	58	58	38265	98	100	99	580	580	564	0	0	2	7	7	11	89	89	84	4	4	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	55	55	68892	98	100	98	585	585	559	0	0	2	2	2	14	94	94	82	4	4	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	60	60	44871	100	100	100	580	580	559	0	0	2	7	7	12	89	89	84	4	4	3

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	30	69846	100	100	100	721	721	699	0	0	21	19	19	11	59	59	49	22	22	18
All Students (Prior Year)	35	35	65934	100	100	100	510	510	492	20	20	43	14	14	18	40	40	24	26	26	15
Female	15	15	34328	100	100	99	716	716	702	0	0	19	23	23	12	54	54	51	23	23	18
Male	15	15	35509	100	100	100	725	725	696	0	0	23	14	14	11	64	64	48	21	21	18
African American	--	--	3535	--	--	100	--	--	677	--	--	31	--	--	15	--	--	46	--	--	8
Hispanic	--	--	23363	--	--	100	--	--	680	--	--	32	--	--	16	--	--	45	--	--	7
Asian/Pacific Islander	NC	NC	1742	NC	NC	99	NC	NC	733	NC	NC	8	NC	NC	7	NC	NC	46	NC	NC	38
American Indian/Alaskan Native	--	--	4785	--	--	100	--	--	671	--	--	39	--	--	17	--	--	39	--	--	5
White	28	28	36421	100	100	99	723	723	714	0	0	12	15	15	8	62	62	54	23	23	26
Students with Disabilities	NC	NC	7690	NC	NC	100	NC	NC	593	NC	NC	64	NC	NC	14	NC	NC	21	NC	NC	2
Students without Disabilities	29	29	62220	97	100	99	722	722	712	0	0	16	19	19	11	58	58	53	23	23	20
Limited English Proficient Students	--	--	5834	--	--	100	--	--	612	--	--	46	--	--	20	--	--	31	--	--	3
Migrant Students	--	--	117	--	--	NA	--	--	677	--	--	44	--	--	18	--	--	35	--	--	3
Economically Disadvantaged	--	--	21421	--	--	92	--	--	686	--	--	35	--	--	15	--	--	43	--	--	7
Non-Economically Disadvantaged	30	30	48489	100	100	100	721	721	704	0	0	15	19	19	10	59	59	52	22	22	23

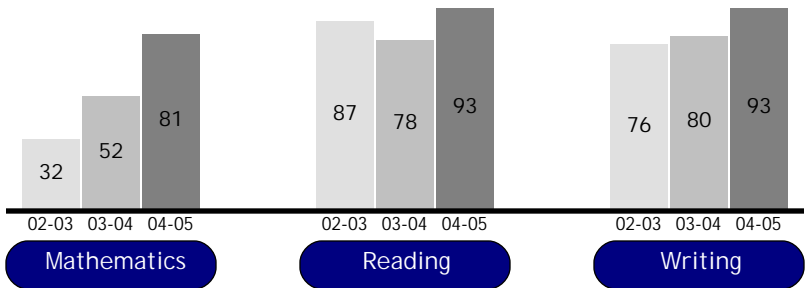
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	30	71311	100	100	100	735	735	694	0	0	7	0	0	21	78	78	63	22	22	9
All Students (Prior Year)	34	34	68162	100	100	100	549	549	509	3	3	18	9	9	24	68	68	51	21	21	8
Female	15	15	34899	100	100	100	739	739	700	0	0	5	0	0	19	62	62	66	38	38	10
Male	15	15	36430	100	100	100	732	732	688	0	0	9	0	0	22	93	93	61	7	7	8
African American	--	--	3573	--	--	100	--	--	676	--	--	9	--	--	26	--	--	60	--	--	4
Hispanic	--	--	24056	--	--	100	--	--	672	--	--	13	--	--	31	--	--	53	--	--	3
Asian/Pacific Islander	NC	NC	1731	NC	NC	98	NC	NC	717	NC	NC	3	NC	NC	13	NC	NC	68	NC	NC	16
American Indian/Alaskan Native	--	--	5110	--	--	100	--	--	661	--	--	14	--	--	38	--	--	46	--	--	2
White	28	28	36841	100	100	99	738	738	713	0	0	3	0	0	12	77	77	72	23	23	13
Students with Disabilities	NC	NC	8021	NC	NC	100	NC	NC	590	NC	NC	27	NC	NC	42	NC	NC	29	NC	NC	1
Students without Disabilities	29	29	63379	97	100	100	736	736	707	0	0	5	0	0	18	77	77	68	23	23	10
Limited English Proficient Students	--	--	6402	--	--	100	--	--	596	--	--	25	--	--	44	--	--	30	--	--	1
Migrant Students	--	--	548	--	--	NA	--	--	659	--	--	26	--	--	36	--	--	38	--	--	0
Economically Disadvantaged	--	--	22243	--	--	93	--	--	677	--	--	14	--	--	32	--	--	51	--	--	3
Non-Economically Disadvantaged	30	30	49157	100	100	100	735	735	702	0	0	4	0	0	16	78	78	69	22	22	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	30	30	70868	100	100	100	736	736	688	0	0	5	0	0	23	67	67	63	33	33	9
All Students (Prior Year)	34	34	67629	100	100	100	538	538	524	9	9	22	24	24	16	65	65	59	3	3	3
Female	15	15	34710	100	100	99	739	739	697	0	0	3	0	0	19	54	54	66	46	46	12
Male	15	15	36176	100	100	100	734	734	678	0	0	7	0	0	27	79	79	59	21	21	7
African American	--	--	3557	--	--	99	--	--	675	--	--	7	--	--	25	--	--	62	--	--	6
Hispanic	--	--	23868	--	--	100	--	--	670	--	--	9	--	--	33	--	--	55	--	--	4
Asian/Pacific Islander	NC	NC	1732	NC	NC	98	NC	NC	713	NC	NC	2	NC	NC	12	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	--	5001	--	--	100	--	--	661	--	--	9	--	--	41	--	--	48	--	--	2
White	28	28	36710	100	100	99	738	738	702	0	0	2	0	0	15	65	65	69	35	35	13
Students with Disabilities	NC	NC	7900	NC	NC	100	NC	NC	580	NC	NC	22	NC	NC	49	NC	NC	28	NC	NC	1
Students without Disabilities	29	29	63054	97	100	99	738	738	701	0	0	3	0	0	20	65	65	67	35	35	10
Limited English Proficient Students	--	--	6308	--	--	100	--	--	591	--	--	19	--	--	47	--	--	33	--	--	1
Migrant Students	--	--	540	--	--	NA	--	--	658	--	--	16	--	--	42	--	--	41	--	--	1
Economically Disadvantaged	--	--	21994	--	--	92	--	--	673	--	--	10	--	--	36	--	--	52	--	--	3
Non-Economically Disadvantaged	30	30	48960	100	100	100	736	736	694	0	0	3	0	0	18	67	67	67	33	33	12

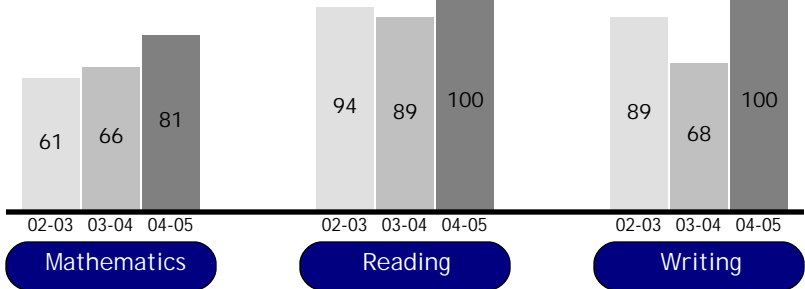
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

8th Grade Proficiency



10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
6	Reading	98	80	80	53	98	81	NA	56	100	66	66	51
	Language	100	67	67	45	98	66	66	48	100	65	65	47
	Mathematics	100	85	85	62	98	90	90	66	100	74	74	52
7	Reading	98	72	72	51	95	74	NA	54	100	74	74	50
	Language	100	68	68	54	95	76	76	58	100	73	73	52
	Mathematics	100	79	79	58	95	85	85	62	100	72	72	50
8	Reading	100	76	76	53	97	78	NA	55	100	73	73	51
	Language	100	73	73	49	97	72	72	52	100	70	70	50
	Mathematics	100	78	78	58	97	86	86	61	100	70	70	53
9	Reading	100	63	63	41	100	71	NA	42	100	74	74	51
	Language	100	61	61	42	100	63	63	42	100	70	70	50
	Mathematics	100	81	81	60	100	79	79	63	100	64	64	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Foothills Academy College Preparatory

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	3.00	Teacher	19.50
Other Professional Staff	.00	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	1	0
4 to 6 years	2	1	0	0
7 to 9 years	0	1	0	0
10 or more years	4	8	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	64
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Hightly Qualified Teachers	10%

Resources Available at School Site

Special Facilities

Ü Computer/Media Lab	Ü Basketball/volleyball court
Ü High Speed Internet Access	Ü Softball field

Extracurricular Activities

Ü National Honor Society (HS and MS)	Ü Clubs (after school)
Ü Spring Retreat	Ü Athletics
Ü Student Judiciary	Ü Spirit Team
Ü Student Council	

Social Services

Ü Counseling Services

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- Ü U of A President's Award for Excellence Scholarship, ASU Barrett's Honors College Scholarship, Butler University Performing Arts Scholarship, Trinity International University Athletic Scholarship, Cal Poly Outreach Scholarship
- Ü Honor Roll Students: 3.3 GPA in all core subject areas - 58 students. Director's List Students: 3.8 GPA in all core subject areas - 61 students.
- Ü Daughters of the American Revolution - Chapter Essay Finalist, Williams Institute for Ethics and Management - Essay Awards, Desert Foothills Community Foundation - Luther Dilitash Award

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	95	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	4	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	4	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	100	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Foothills Academy College Preparatory is a value-based community with values selected by students and endorsed by Administration. In addition, Foothills Academy holds weekly student assemblies and includes character education in the curriculum. Foothills Academy has instituted a Red Cross endorsed emergency plan that encompasses a broad range of emergency situations.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Joan Puddy	(480) 488-5583
Community Resources	Mary Crawford	(480) 488-5583
School Nutrition Programs		
Parent Organization	Rhonda Kimmel	(480) 488-5583
Student Health/Nurse	Valerie Pierson	(480) 488-5583

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.